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ABSTRACT

Intended for parents and teachers of severely/multiply handicapped children, the booklet reviews ways in which sensory experiences can be used for stimulating development. Thirteen lesson plans are provided, with information on objectives to be stressed, activities and materials. Lessons cover such topics as responding to sensory experiences or to music by demonstrating changes in facial expression or body posture, grasping objects, and visually tracking objects. Sample records and valuation forms are appended. (CL)

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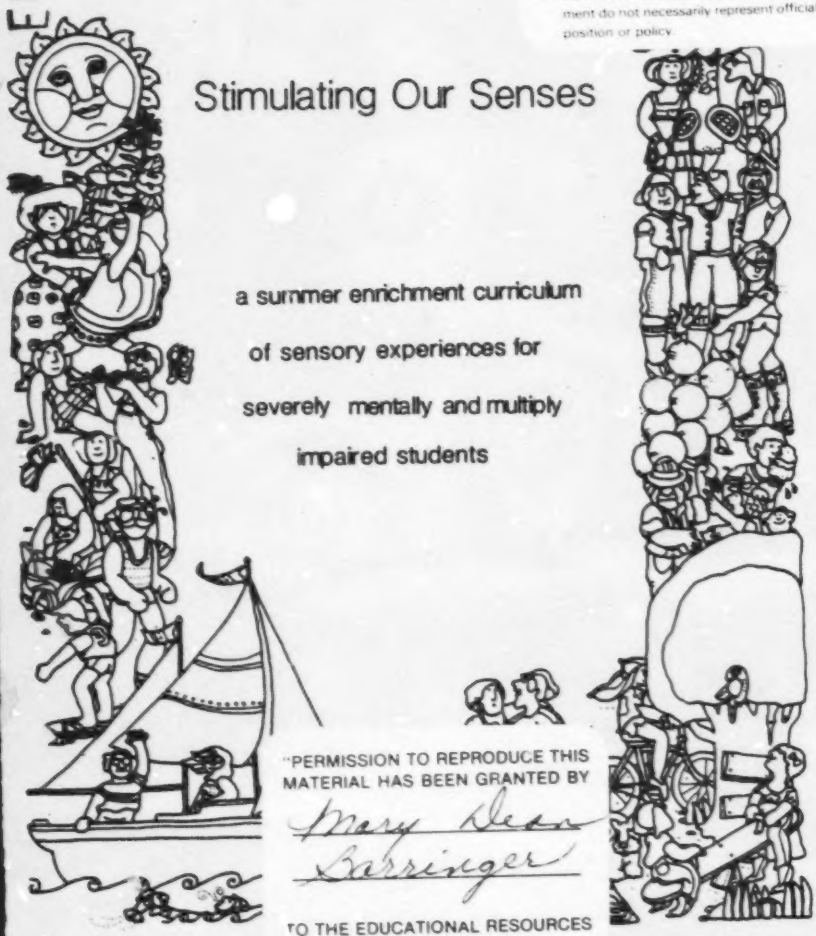
Stimulating Our Senses



a summer enrichment curriculum of sensory experiences for severely mentally and multiply impaired students

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Mary-Dean Barringer and Cathy Liesman

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STIMULATING OUR SENSES (PROJECT S.O.S.)

(a summer enrichment curriculum of sensory experiences for the severely mentally and multiply impaired pre-school student)

PROJECT DIRECTORS:

Mary-Dean Barringer
Cathy Liesman

This project was made possible through partial funding with a Bill Geer Mini-Grant awarded through the Foundation for Exceptional Children.

The directors would like to acknowledge the following people: Thersea Payne and Georgia Corbitt, principals of the host schools; Cathy Goebel, Mary Beth Brochay, Sue Averbuch, Thelma Green, Brenda White and Barb Miseraca, teachers at the host schools; Helen Scratck, Doty Goodman, Exie Hill, Mary Tynes, Jean Hedeen, Rose Whitney, Billie Kennedy, Mary Cobb, Bernice and Haselteen, para-professionals at the host schools; a special acknowledgement to Mrs. Beatrice Gill, program supervisor and a big thank-you to Wayne Ruchgy.

"ALL LEARNING AND COMMUNICATION BEGINS WITH SENSORY EXPERIENCES!"

Joy Wilt, author of five books for children on sensory experiences

A child is born "fully equipped" with a set of "natural tools"- the sense of sound, touch, sight, taste and smell. These tools enable him to explore and discover the world of which he is a part. Exploration and discovery are vital to a child's life because they lead him into growth and development.[1]

When we think of our handicapped children, we realize that their specific impairments limit their exploration of the world. The inability to walk, to reach, to grasp and to talk does not allow the child to discover the novelty of the world around him. It becomes imperative that WE, as parents and teachers, bring the world to them! We create experiences that are adapted to various impairments, but at the same time allow the child to:

-become aware of his senses

-encourage the development of senses

to begin to USE his senses to answer questions and learn bout his life

-enjoy life through his senses

We share with you a supplemental summer program to be used either at home or in a educational setting. The lesson plans can be conducted with a group of children or with a single child. Our objectives for this program included:

-Child will respond by change in facial expression and/or body position when presented with a sensory stimuli.

-Child will respond to music stimulus, one-step command or object presented with a gross motor movement.

-Child will grasp object.

-Child will release object.

-Child will visually track object.

We hope this program will enrich your summer program and the lives of the students and children you work and live with.

[1] Wilt, Joy, Listen!, Creative Resources, Waco, Texas, 1977 (pg. 9)

SENSORY STIMULATION IN AN "EVERYDAY" WAY!

Take a moment and think about all the many sensory experiences you encounter throughout the day. Taste the first sip of cold orange juice, smell the aroma of fresh coffee, feel the tingling of water on your skin during your shower, listen to music on your radio as you drive to work, and see the sun coming up and peeking through the clouds. So many of our daily activities involve sensory experiences.

Knowing this allows you to focus in on the experiences you can create for your child as you carry on the activities of daily living. Here are a few suggestions to get you thinking about the many ways you can use sensory activities in your child's life.

BATH TIME:

-Bathe with soap bubbles and blow off your child's skin.
-Rub softly with wet washcloth and dry with towel. (compare the difference in wet vs. dry terrycloth)
-Rub lotion or powder on skin.
-Paint lines and designs on body parts with soap paint. (available through AVON")
-Put a washrag puppet on child's hand and encourage movement.
-Splash water gently.

DRESSING:

-Move clothes softly over skin and label the texture. "This is so soft" or "Doesn't this feel kind of rough?"
-Stress the motions of pulling and stretching.
-Play Peek-a-Boo with clothing articles.
-Play a disappearing game with some of the articles of clothing. Hide socks behind your back and say "Where did Debbie's socks go?'

MEALTIME:

-Place child in kitchen to smell food being prepared.
-Allow the child to taste what is being prepared.
-Point out different food textures (hard vs. soft)
-Have the child taste hot vs. cold foods.

AROUND THE HOUSE:

-Point out the different sounds to your child. See if they can find the direction of the sound by turning their head or by tracking. Sounds can be the radio, TV, doorbell or knock, vaccuum, phone ringing, car starting or driving by, a dog barking, etc.
-Spray airfreshner or perfume and see how long it takes to reach your child's nose.
-Move wheelchairs by the window so your child and watch the movement outdoors.

The "All By Myself" Box

There are many times throughout the day that the young child spends by himself. This idea came from the book "Games Children Play" and is an adaptation of the "Rainy Day Box". The objects that are listed are common toys and objects around the house that children like to explore. The idea is to place from five to ten objects in a box and allow the child to use them as he desires.

Suggested toys and objects are:

newspaper, foil, wrapping paper to rip and crumble

Coffee can container with lid (for filling and dumping)

clothespins (pinching and putting in container)

plastic bowl and wooden spoon

Textured puppet such as Cookie Monster, Oscar or Fozzie Bear

Balls: textured ball, spin and see ball, large beach ball

old purse or pouch that snaps, folds open

roll-on deoderant bottles filled with paint

assorted noisemakers (rattles, musical instruments to shake, squeeze toys)

Push and Go toys (available at Toys "R Us)

Busy Box

bulb toys (either Frisky Frog or Oscar the Grouch)

Pound-a-Round

Scratch and Sniff boards or books (home-made)

cardboard picture books or home-made ones out of photo albums

Textured blocks

windmill

hats, sunglasses, mittens and other appropriate dress-up clothes

beanbags

feel board (home-made of various textures such as sandpaper, fur, terry, etc)

feather duster

spray bottle with water in it

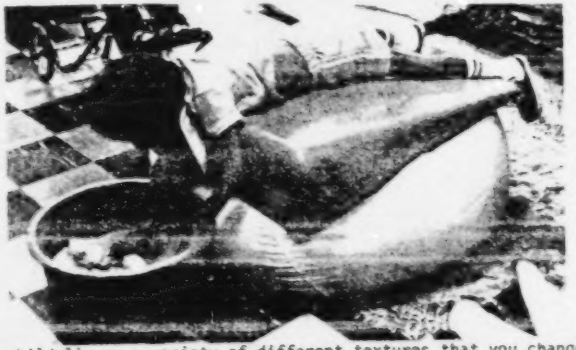
large mirror

SPECIFICALLY FOR THE SEVERELY MULTIPLY IMPAIRED CHILD

The child who has a variety of motoric impairments often spends a great deal of time in a prone position. These few ideas offer suggestions for programming when the child must spend some time alone:

1. Suspend a large beachball, balloon or other lightweight object over the area where the child is lying. Encourage them to track the object or attempt or kick at it or hit it.

2. A wedge such as this one by Tumble-Forms is a welcome addition to the motorically involved child's world. Placed in the position in the photograph, the child is allowed the use of his hands. The natural pull of gravity will help move the hands toward the sensory tub. This tub can be filled with a variety of tactile materials and should be changed often for variety. Suggestions include finding shells in sand, floating objects on water, finding large objects in oatmeal, rice, beans, finding plastic eggs in straw or shredded newspaper. The ideas are as endless as your imagination.



3. Have the child lie on a variety of different textures that you change every ten minutes. These can include a sheet that has been placed in the refridgerator, satin or silk, a furry piece of material, quilted, terry cloth, cordouroy, etc.

4. Hang mobiles about the child. This is a common idea, but change them everyday. Include chimes, mobiles that play music and textured ones.

5. Adhere different objects on the wall close to the floor so the child can roll to them or use when placed by them in a prone position. This can include a mirror, a busy box, different textures to feel like tile, carpet squares and cork.

THE LESSON PLANS

The lesson plans for the Stimulating Our Senses Project were developed around a theme approach. After the lesson topic was selected, the project director's selected activities that involved every sense and also included oppurtunities for gross and fine motor movements. The lesson plans were designed to be conducted within a two to three hour time frame. A lesson could also be used on a weekly basis by using some of the activities everyday in a thirty minute time frame.

A general review lesson follows every two lesson plans. The review lesson consists of the activities that were the most successful in the previous two lessons.

A blank lesson form can be found in the Appendix.

developed by: Barringer and Liesman WCISD 81

STIMULATING OUR SENSES
(Project S.O.S.)

LESSON PLANS

THEME "GETTING TO KNOW MYSELF"

OBJECTIVES TO BE STRESSED:

1. Student will respond by change in facial expression and/or body position when presented with a visual, auditory, tactile, taste, and olfactory stimuli.

(Each of our senses can teach us something...I have five senses within my body to use.

ACTIVITIES	MATERIALS
"Let's Meet Each Other" -Use mirror in front of the students and encourage them to respond to their image. -Play a Peek-a-Boo game with the mirror. Sing the song "Where is____?" and use each students name. -After names are learned; call each name and have the student touch the person next to him/her.	Mirror (s)
"Things Keep Disappearing!" -Blow a horn and encourage students to turn in the direction of the sound -Use the Oscar pull toy and make a game out of Oscar popping out of the garbage can -Cover a balloon with a light scarf and encourage students to pull the scarf off. Bat the balloon around when it has been uncovered. -Roll up students in a blanket and then unroll them. -Spray perfume or airfreshner and see if any student notices when the scent drifts by.	horn, Oscar pull toy (or any cause andeffect toy) balloons, can of air freshner or perfume, blanket, scarf
"Learning the Parts of Our Body" -Squirt water on various parts of the body naming them as you squirt. -Rub off the water with washcloths (terry) -Play the song "Everybody Wash" and have the instructors act the song out with the students -Rub hand lotion on body parts. -Look at teacher-made book of body parts and different bodys.	spray bottle or squirt gun, washclothes, hand lotion, taped song from Sesame Street, teacher made book of different bodies and body parts.
"Anonymous Gourmet:" -Sniff Food flash cards with stickers on them -Taste Popsicles -Wash faces with warm washclothes.	Teacher made flashcards popsicles, warm washclothes
"Movin" to Music!" -Listen and encourage any body movement to various tempos of music.	taped music and recorder

STIMULATING OUR SENSES
(Project S.O.S.)

LESSON PLANS

THEME "Getting to Know Myself: I Can Move!"

OBJECTIVES TO BE STRESSED:

The Student will respond with a gross motor movement (fine motor when required) when presented with a music stimuli, one step command or other experiential activity.

ACTIVITIES	MATERIALS
Let's Be A Group!" These are activities to stress peer interaction and establish greeting each other as the beginning of the session. -Touch each other in as many ways possible. -Hold hands or have arms in lap and sway to music. -Use a parachute and hold it (adult provides assistance as necessary) to the music.	Records: "Gentle Sea" by Hap Palmer, "Movin'" by Hap Palmer
Movin' with Objects" -Have students reach out and touch a balloon. -Have several balloons strung out on a line. Students are to be encouraged and physically prompted if necessary to bat or kick at them. -Take a stick toy or broom and have the student grasp it and experience the feeling of pulling up. -Bounce balloons or bubbles throughout the Star Wars song.	balloons, bubbles, record: "Theme from Star Wars", string, broom or stick toy.
Hey, I Can Use Music, Too!" -Use the song "Growing" and have students stretch. -Use the song "Birds" and have students flap arms like a bird. -Use the song "Shake" and have students shake any body part that they can.	Records: "Birds", "Growing" by Hap Palmer, "Shake" from album The Best of Buddha
Using Objects and Body Parts with Music" -Play the song "Streamers" and move arms tied with crepe paper. -Use a blanket or scraf and wrap up different parts of the student's body. Everyone claps until the scarf/blanket comes off. -Place bells on different body parts and have the students move to the music to shake the bells. -Play a relaxation song (Twilight) and have students gently stretch and relax.	Records: "Funky Penguin", "Streamers", "Twilight" by Hap Palmer, crepe paper, blanket, scarf, bells
Games Help Us Say 'The End'" -Play a "Tickle Game" and encourage movement of body parts. -Play a "Sh-Sh Game" to quiet and calm students	

STIMULATING OUR SENSES
(Project S.O.S.)

LESSON PLANS

THEME "Getting to Know Myself: Movin' and Usin' My Senses!" (review)

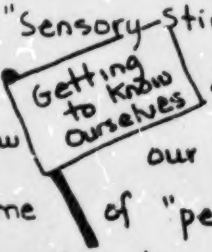
OBJECTIVES TO BE STRESSED:

1.) Students will respond to sensory stimuli with a change in facial expression and/or body position.
2.) Students will respond with a gross motor pattern when presented with music stimuli, one step command, or other experiential activity.

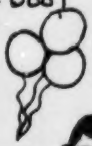
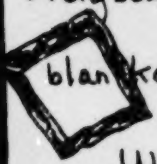
ACTIVITIES	MATERIALS
"Seeing is Believing" -Use mirror in front of student and encourage a response to their mirror image. Play a Peek-A-Boo game. -Roll students up in a blanket, swing them and then unroll them. -Hide balloon under a scarf and have students pull it off. Bat the balloon around -Encourage visual tracking by using bubbles.	Mirror(s), balloon, bubbles, scarf, blanket
"I Don't Believe My Ears" -Blow a horn in different directions and encourage students to turn toward the source of the sound. -Pull Champange poppers for a startle response. -Listen to the song Twilight and encourage the students to relax and sway gently to the music.	horn, champange popper, record "Movin'" by Hap Palmer
"Touching" -Call each student's name and have the person touch whoever is next to them. -Squirt water on various parts on the body naming them and rubbing them as you squirt. -Rub water off with terry washcloths. -Use a blanket or scarf and wrap up different parts of the student's boy. Everyone claps until the scarf comes off.	Spray bottle, washclothes, scarf or blanket
"Smelling and Tasting" -Play "Follow Your Nose" or use the teacher-made book "Sights and Smells" -Taste jello or popsicles. -Spray perfume or airfreshner and see if the student reacts when the scent drifts by.	Follow Your Nose game-board or teacher-made book, jello or popsicles, perfume or airfreshner
"Movin'" -Use the song "Shake" and have the students shake any part(s) of their body they can. -Play the song "Streamers" and move arms or legs that are tied with crepe paper. -Play a relaxation song (Twilight) and have the students gently stretch and relax.	Records: "Shake" by Best of Buddha, "Streamers" "Twilight" by Hap Palmer, crepe paper streamers

June 12, 1981

Dear

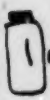
We had lots of fun during our first week of "Sensory Stimulation!" We titled this session 

. We looked in a

and saw our own faces.
Renee loved the game of "peek-a-boo!" We played peek-a-boo with 
balloons, too. You should have seen
Terry grab them! Everybody's favorite game was rolling up in a 

and

Kalina laughed so hard!

We sniffed stickers just like this one. It felt so nice to rub 
lotion and spray water on different body parts. The best way to end the group was a
popsicle treat for every one!

Jackie loves popsicles!

Mary-Dean and Cathy
Project S.O.S.

STIMULATING OUR SENSES
(Project S.O.S.)

LESSON PLANS

THEME "Take Me Out to the Ballgame!"

OBJECTIVES TO BE STRESSED:

1.) Student will reach towards desired object. (bat or ball)
2.) Student will grasp object. (bat or ball)

ACTIVITIES	MATERIALS
"Team Roster" -Play record about names and call student's name and point to him/her. -Have each student try on a baseball hat and pass it around.	"Everybody Has A Name" by Lou Stallman, baseball hat
"Ball Games" -Suspend a ball over the student's head and have him track the movements of the ball. -Use a large beachball and have student kick or push the ball to knock over bowling pins. -Pass a textured ball around while playing the Electric Company song. -Have students curl up in a ball, arms wrapped around legs, and rock forward and backward in a constant rocking motion. -Students are to hold ball while two of them "race" to the finish line!	Beachball, bowling pins, Electric Company record, textured ball
"Batter Up" -Suspend a ball and encourage the student to reach and hit it. They can use a bat or their hands. (whiffle ball and bat) -Suspend a textured ball or balloon and have the student reach to hit it while lying on his back. -Hold a plastic bat and pass it around the group.	string, balloon, textured ball, bat and whiffle ball
"Tastes and Smells of the Ballpark" -Spread a sheet or blanket on the floor. Have students sit around while you perform the "Popcorn Fireworks". Place the popcorn popper in the middle of the sheet and pop the corn without the top on. -Pass around lemonade for everyone to drink.	sheet, popcorn popper, popcorn and lemonade.
"Songs of the Old Ballpark" -Play the song "Take Me Out to the Ballgame" and sing along for the students. Act out as much of the song as you can. -Play the song "We Are Family" (Pittsburg Pirates theme song) and hold hands and sway to the music.	Records: Take Me Out to the Ballgame and We Are Family

Nothing more thrilling than the first "pitch" when you're the

"Batter UP!"

The 1981 Baseball strike didn't diminish the enthusiasm of the S.O.S. kids for playing ball.

Throughout the project, many different ball games were played. These varied from knocking objects over with a ball, racing holding onto a ball, and passing a ball to a friend.

However, the out and out favorite was the beachball...the kids loved to hit, kick and roll the ball.

STIMULATING OUR SENSES
(Project S.O.S.)

LESSON PLANS

THEME "Let's Go to the Beach!"

OBJECTIVES TO BE STRESSED:

1.) The student will respond to a sensory stimulus (visual, additory, taste, tactile, or olfactory) by a change in facial expression and/or body position.

ACTIVITIES	MATERIALS
"Hey, What Is a Beach?" -Put sand in a tub and have students feel it by immersing fingers. -Use a water tub and encourage students to explore. TR: pour water over student's hands while they have them in the water tub. -Use a fan to simulate wind and place it near the student's face or body. -If it is a sunny day, go outside and raise head to "feel" the sun. -During the first four activities, play and listen to record of water and beach sound.	sand tub, water tub, fan, Environments album
"Things I Can Do at the Beach?" -Suspend a beachball and have the students track it, kick it, bat it, etc. -Fill balloons with water and throw them on the pavement (or floor) -Hide shells or toys in sand tub and have the students find them. -Wear hat and sunglasses and pass from one student to the next while listening to song. -Put on suntan oil or lotion on hands and rub in. -Play scoop ball with ping pong balls and scoopers in the water tub. -Rub water from hands by using beachtowel. -Wrap students up in the beachtowel and swing. -Make lemonade out of fresh squeezed lemons to quench the unbearable thirst created by the sun.	beachball, string, balloon, water, sand tub, shells, toys, hat, sunglasses, beach towel, suntan lotion, pingpong balls, scoopers, Record: "Here Comes the Sun" by the Beatles
"Memories of the Day at the Beach!" -Pass around and experience a feel and smell board of beach items: sand, shells, water, grass, suntain lotion, etc. -Taste salt water taffy. -Paint a beach scene with sponges cut into beach shapes (ball, shell, sandpail, sun, boat, etc.) -Listen to music by the Beach Boys and relax.	Teacher-made smell board, salt water taffy sponges in pre-cut shapes, paper, paint, Beach Boys "Summer Days and Summer Nights"

If we can't go to the beach, we bring the beach to us. Tubs of sand and water allowed the students to explore the feelings associated with "A Day at the Beach". Rubbed with suntan oil and smelling like Coppertone, the students searched for large shells in the sand. Water play involved scooping or "fishing" for floating objects. And what a nice way to end the day by drying off with terrycloth towels and listening to Beach Boy music!

developed by: Barringer and Liesman WCISD 81

STIMULATING OUR SENSES
(Project S.O.S.)

LESSON PLANS

THEME "Hot Fun in the Summertime!" (review)

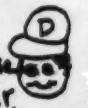
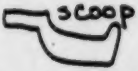
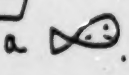
OBJECTIVES TO BE STRESSED:

1.) Student will reach towards desired object.
2.) Student will grasp object.
3.) Student will respond to a sensory stimuli (visual, auditory, taste, smell or tactile) with a change in facial expression and/or body position.

ACTIVITIES	MATERIALS
"Summertime Playmates" -Play record about names and call student's name and point to him/her. -Pass around different hats and sunglasses for student's to wear while listening to record.	Records: My Name Is by Lou Stallman, Here Comes the Sun by the Beatles, beach hat, baseball hat and sunglasses
"Ball Games Anywhere!" -Suspend a large beachball and have students track it, hit it, kick, it, etc. -Have students curl up in a ball, arms wrapped around legs, and rock forward and backward in a constant rocking motion. -Students are to "hold" the ball while two of them race to the finish line. -Play scoop ball with scoopers and floating objects or ping pong balls in the water tub.	beachball, textured ball, water tub, scooper, ping pong balls, floating objects
"Feels and Smells of Summertime" -Pass around and experience a feel and smell board of various summer objects (rose, barbecue, cut grass, sand, water, shells, etc.) -Put on suntan lotion and rub on body parts. -Spray water on different body parts. -Rub off lotion and water with beach towel. -Use a fan to simulate wind at the beach.	teacher-made board of smells and feels, beach towel, suntan lotion, spray bottle- fan
"Water and Sand Play" -Place students on wedge and have them find objects in the water tub or shells in the sand tub. -Throw water balloons on cement. -Have one student squirt another with the spray bottle.	sand tub, water tub, shells, floating objects, water balloons, spray bottle
"Memories of Summer Fun" -Paint a beach scene with sponges cut into beach shapes (ball, shell, boat, pail, sun, etc.) -Listen to summer songs: "We Are Family" and hold hands and sway to the music. "California Girls and When Your Dreams Come True relax while adults rub backs and shoulders, etc.	teacher-made sponge shapes, paper and paint, We Are Family and Beach Boys Music

"Hot Fun in the Summertime!

(an S.O.S. project report)

We've been learning about all the things you can do in summer.  and modeled different hats to wear. We used and and to pretend we were at the beach. We filled tubs with water and sand and used a  to find objects. caught a and a  . hit a beachball with his while used a bat. We ended our lesson by drinking lemonade and listening to Beach Boy records. By the end of the day we were all "California dreamin'"!

Mary Dean and Cathy

STIMULATING OUR SENSES
(Project S.O.S.)

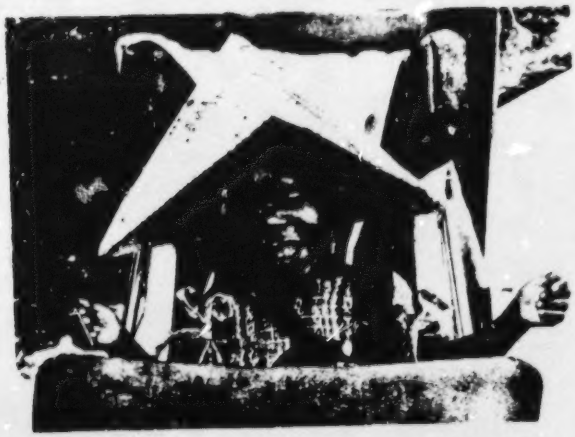
LESSON PLANS

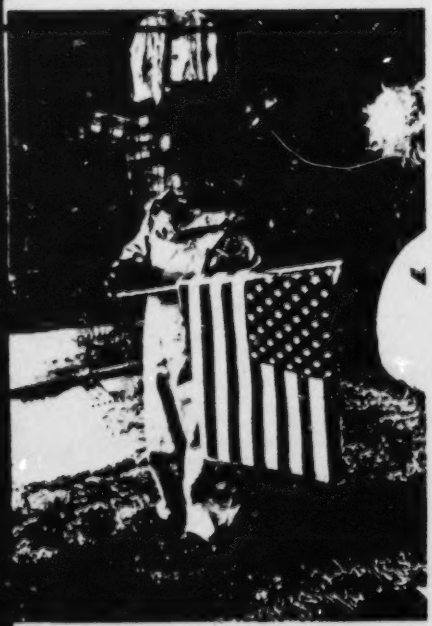
THEME "I Love a Holiday!"

OBJECTIVES TO BE STRESSED:

1.) Student will reach for object presented.
2.) Student will respond by change in facial expression and/or body position when presented with sensory stimulus.

ACTIVITIES	MATERIALS
"What Makes the 4th of July So Special?" -Encourage students to grasp and hold flag to wave while listening to patriotic songs. -Call names and encourage students to touch the person next to them to stress a feeling of friendship and togetherness.	American flag, recording of Yankee Doodle or America the Beautiful
"I Love a Parade" -Have students decorate teacher-made paper hats with Mr. SKETCH smell markers. Place on students head for parade. Show student his mirror image. -Place streamers in doorway and have students go in and out of the doorway while listening to marching music. -Have students hold an instrument to shake as they parade to the music. -Tie balloon or streamers to wheelchairs as the students parade. This is especially nice if you are parading outdoors with a wind.	paper hats made from newspaper, Mr. Sketch Smell markers, red, white and blue crepe paper streamers, assorted musical instrument balloons, mirror, marching music (Sousa)
"Picnic Time" -Play the Environments album with the meadow sounds. -Pass around a teacher-made smell board of picnic smells (lemonade, grass, hotdogs, burning charcoal, ketchup, pickles, etc.) -Sample some picnic food: watermelon, pop, brownies. -Have students lie on blanket and/or grass.	Environments album, assorted smells as needed, samples of picnic food, blanket
"Special Games on the 4th of July" -Light and twirl sparklers for students to track. -Suspend beachball for students to reach out and hit, kick or track. -Have students use a bat to hit the suspend ball. (Use either a whiffle ball or the beachball) -Have students hold ball and race to the finish line -Fly a kite and have students hold the string and/or track.	sparklers, beachball, bat, kite, whiffle ball, two small balls
"Three Cheers for the Red, White and Blue!" -Use sponges on clothespins to paint a red, white and blue mural. -Attach red, white and blue crepe paper streamers to a dowel to wave. -Play patriotic song and wave streamers.	sponges, clothespins, paint paper, crepe paper, dowels Saturday in the Park record





The Fourth of July is a favorite holiday and the S.O.S. kids had a bang-up celebration. Paper hats (like the one modeled by Cher) and streamers tied to wheelchairs provided the decorations for the First Annual S.O.S Fourth of July Parade. Of course, as in every parade, we had a flag carrier!

Sparklers, champange poppers and an art project called "Paper Fireworks" rounded out a fun filled day centered around a holiday theme.

STIMULATING OUR SENSES
(Project S.O.S.)

LESSON PLANS

THEME "Hands and Feet"

OBJECTIVES TO BE STRESSED:

1.) Student will reach for object presented.
2.) Student will respond by change in facial expression and/or body position when hands and feet are stimulated.

ACTIVITIES	MATERIALS
"My Hands and Feet Are Moving" -Take off shoes and socks and tickle the students hands and feet. -Play record and encourage students to move and shake hands and feet. -Suspend beachball and have students reach to hit or kick it. -Spray Crazy Foam on feet and hands and then rub into the skin. -Manipulate students through the specific gross motor movements to the song "Clap and Stop'"	Records: Wiggle Wobble and Clap and Stop; beachball Crazy Foam
"Hands and Feet Can Help Me Learn" -Have students feel various textures with their hands and feet. -Play the game "Where Does it Go?" encouraging students to reach out for the objects presented. Use objects that are associated with hands and feet.	fur, tile or concrete, sand water, shoes, socks, gloves rings, etc-
"Hands and Feet Are a Work of Art!" -Use a large sheet of butcher paper and trace the students hands and feet with the Mr. Sketch Smell markers. -Use individual sheets of paper to place hands in finger paint and make handprints.	paper (large and small), smell markers, finger paint, tub of water and paper towel for clean up
"Hands and Feet...Connect!" -Using a blanket as a balance suspend students from their stomach so hands and feet touch the floor. Help them walk on all fours. -Assist students in sitting on the floor facing each other while sitting on the other's feet. Grab hands and rock. -Connect hands and feet of the group with crepe paper and bells and sway to music.	blanket, Record: Finale from the Muppet Movie, crepe paper and bells

developed by: Barringer and Liesman WCISD 81

STIMULATING OUR SENSES
(Project S.O.S.)

LESSON PLANS

THEME "Walk Across America!" (review)

OBJECTIVES TO BE STRESSED:

1.) Student will reach for object presented.
2.) Student will release object.
3.) Student will respond by change in facial expression and/or body position when presented with a sensory stimulus.

ACTIVITIES	MATERIALS
"Our Cross-County Trip (or How I Spent My Summer Vacation!) -Call out names to see if everyone is here for the trip (respone to name) -Place object in student's hand for him to release into the suitcase when "packing" for the trip. -Put various clothing articles on students to get dressed for traveling. You may want to play a mod_fied version of "Where Does It GO?" -Have student beep horn while listening to a travel song. -Draw an outline of the United States on a very large sheet of paper. Have students put feet in paint to make a footprint across the map. -Students can grasp and wave the American flag while listening to the song "Movin' Right Along.	Records: My Name is...by Lou Stallman, Goin for a Ride by Bert and Ernie, Movin' Right Along by Fozzie and Kermit, suitcase, assorted objects for traveling, shoes socks, hats, sunglasses, a large sheet of paper, finger paint, tub of water and paper towels for clean-up, horn flag
"Relaxing and Remembering Our Trip" -Massage students feet after their "journey" across the country. Use Crazy Foam, terrycloth towels, water and foot powder. -Roll students up in blanket and rock them while singing a lullaby OR rock students in arms. -Use the Mr. Sketch markers to color in pictures of things the students "saw" on their trip. -Call students names and have them touch their friend that is next to them. Connect the group together by attaching red, white and blue crepe paper to hands and feet and sway while listening to a quiet time song.	towel, crazy foam, powder, water, coloring sheets, Mr. Sketch Smell markers, blanket crepe paper, Record: Finale, The Muppet Movie soundtrack

developed by:Barringer and Liesman WCISD 81

STIMULATING OUR SENSES
(Proj t S.O.S.)

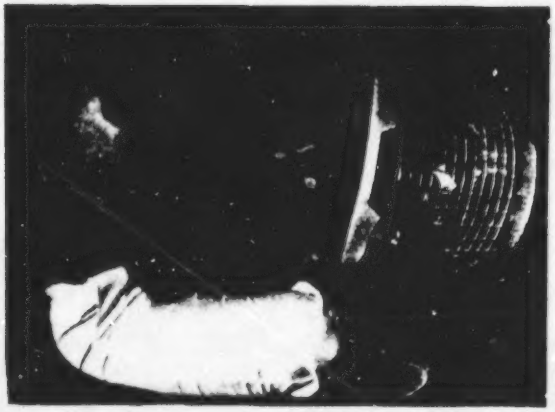
LESSON PLANS

THEME "Summer is a Time to Garden"

JECTIVES TO BE STRESSED:

1.) Student will reach out for object presented.
2.) Student will grasp object presented.
3.) Student will respond by change in facial expression and/or body position when presented with a sensory stimulus.

TIVITIES	MATERIALS
"Getting Ready to Garden" -Have students try on gardening clothes. -Rub on lotion to protect skin from the sun. -Hold up different gardening utensils for students to track or reach for. -Tell a dramatic play story about planting a garden: hoeing, digging, patting dirt, watering etc. Encourage students to attempt to imitate gross motor patterns.	gloves, hats, sunglasses suntan lotion, shovel, hose, watering can, hoe, packet of seeds, sun cut out of yellow construction paper.
Flower Gardens" -Pass around real flowers for students to feel and smell. -Pass around objects that use flowers such as perfume, flower headband, bouquet of flowers, for students to hold.	flowers, perfume, combs with flowers attached, bouquet
We All Love Vegetables!" -Each student can plant bean seeds to grow in individual cups. -Use plastic fruits and vegetables for students to hold and release in a basket while staff sings a modified version of "Way Down Yonder in the Paw-Paw Patch". -Have students taste a blended mixture of vegetables. -Paste precut pictures of vegetables on individual paper plates. -Listen to song about fruits and vegetables.	Dixie cups for each student, dirt, bean seeds, plastic fruits and vegetables, laundry basket, paper plates, paste, pre-cut pictures of vegetables, gazpacho
An Orchard is a Lovely Place" -Pass around teacher made smell board of Scratch and Sniff fruit smell stickers. -Students can hold different fruits in their hands. -Make a blended fruit juice drink for students to taste. -Sing the "Fruitbasket Song".	teacher-made smell board, lemon, lime, peach, coconut, pineapple, orange, etc., blender



The S.O.S. students learn that summer really is a time to garden. One boy explores the vegetables in the basket with project director Cathy Liesman. Cher plants her bean seeds in a paper cup while another student helps blend fruits and vegetables for a long awaited refreshment.

developed by Barringer and Liesman WCISD 81

STIMULATING OUR SENSES
(Project S.O.S.)

LESSON PLANS

THEME A Day at the Farm

OBJECTIVES TO BE STRESSED:

1.) Student will grasp object presented.
2.) Student will voluntarily release object.
3.) Student will visually track object.
4.) Student will respond by change in facial expression and/or body position when presented with a sensory stimulus.

ACTIVITIES	MATERIALS
"Rise and Shine" -Perform stretch exercises of arms and legs as students listen to rooster crow. -Use a play shovel to pitch straw or shredded newspaper into a basket. -Hide plastic eggs in the straw pitched in the basket for students to reach and grasp. -Taste a piece of hard boiled eggs. -Make butter from cream by shaking in a glass jar for students to taste.	Record of rooster crowing or similiar sound, play shovel straw or shredded newspaper, basket, plastic eggs, hard boiled egg, cream in glass jar partially shaken
"Let's Tour the Barn" -Set up the Fisher Price Play Farm and have students release the animals into the barn or corral. -Use the Mattel See and Say of Farm Animals and have students pull the string. -Pass around pictures of animals that have similiar texture materials taped to them. -Sing the Old MacDonald song substituting the student's name for Old MacDonald.	Fisher Price Play Farm, Mattel Farm Animals See and Say, teacher made pictures of animals and textures
"Farm Chores" -Use a pair of jeans and flannel shirt to make a scarecrow for students to stuff. -Suspend a branch with cherries attached to it for students to reach up and grab.	branch with cherries attached to it, newspaper, jeans, shir
"Memories of a Day Spent at the Farm" -Sing the song Animals on the Farm by Lou stallman and show corresponding pictures. -Track pictures of animals while listening to animal sounds. -Glue a piece of fur on an animal shape.	Records: Animal on the Farm, Peabody Animal Sounds, Peabod Picture Cards, fur pieces, cardboard animal shapes.

The excitement of "Farm Life" is brought to the group with the lesson "A Day at the Farm!" Some of the activities included reaching to pick a cherry from a branch and reaching and grasping the animals in the Fisher-Price Barn. Jackie finishes the day's lesson by patting down a piece of wool on a coloring picture of a little lamb.

STIMULATING OUR SENSES
(Project S.O.S.)

LESSON PLANS

THEME "Country Livin'" (review)

OBJECTIVES TO BE STRESSED:

1.) Student will reach out for object presented.
2.) Student will grasp object presented.
3.) Student will visually track object.
4.) Student will respond by change in facial expression and/or body position when presented with a sensory stimulus.

ACTIVITIES	MATERIALS
"Wake Up on the Farm" -Perform stretching exercises of arms and legs as students listen to rooster crow. -Try on different clothing articles as the students get dressed for "farm chores". -Taste a bit of farm breakfast: a bit of hard boiled egg, shredded Wheat and some home made butter. (make by shaking cream in a glass jar) -Slap hands and knees while listening to "Thank God I'm a Country Boy."	Record: Thank God I'M a Country Boy by John Denver, rooster sounds, straw hat flannel shirt, garden gloves, cream in a glass jar, hard boiled egg, shredded wheat
"A Look at Country Life" -Hide plastic eggs in a basket filled with straw or newspaper and for students to reach and grasp. -Set up Fisher Price Play Farm and have students release the animals into the barn or the corral. -Use plastic fruits and vegetables for students to hold and release in a basket while the staff sings "Way Down Yonder in the Vegetable Patch".	plastic eggs, shredded newspaper, laundry basket, Fisher Price Play Farm, plastic fruits and vegetables
"Animals on the Farm" -Show a picture of various farm animals while students are feeling material that is similiar to their coats. -Track pictures of animals while listening to animal sounds. -Pass a stuffed animal around for students to hold.	pictures of farm animals feathers, piece of wool, fur, leather, recorded animal sounds, stuffed animals
"Country Life is Picture Perfect" -Paste country pictures on a large piece of paper to make a country life collage. -Hold marker and scribble on a coloring sheet of the farm. -Listen and move to the song "Take Me Home, Country Roads.	pre cut pictures associated with farm life, paper, ditto, large crayons or Mr. Sketch Smell markers, recorded song "Take Me Home, Country Road"

STIMULATING OUR SENSES
(Project S.O.S.)

LESSON PLANS

Theme "Summer in the City" General Review of S.O.S. Project

OBJECTIVES TO BE STRESSED:

1.)Student will reach out for object presented
2.)Student will grasp object presented.
3.)Student will visually track object.
4.)Student will respond by change in facial expression and/or body position when presented with a sensory stimulus.

ACTIVITIES	MATERIALS
"Get Ready for a Full Day" -listen to Lou Stallman Song, "Everyone here has a name." -perform stretching exercises of arms and legs as students listen to rooster crow. -spray water on body parts and rub off with washcloth -smell and then put on lotion and rub into skin. -use smell stickers of a breakfast -taste breakfact - bread, fruit, etc. -reach for and then wear a hat and sunglasses -YOU"RE READY TO GO!!!	Lou Stallman Song,spray bottle with water, washcloth, lotion, smell sticker board, bread, fruit, hat sungalsses
"Going for a Ride in the 'Big City'" -Listen to "Going for a Ride" and have students attempt to drive	Bert and Ernie Song,
-Visit the BALL Park wearing a baseball cap: 1)wave/hold flag 2)track ball 3)kick or hit ball with hand or bat 4)smell popcorn and lemonade while listening to"Take me out to the ball game!"	Ball, bat. flag, baseball cap popcorn and lemonade and the song, Take me out to the ballgame
-Visit the BEACH: 1)put on some sun tan lotion 2)play with beach ball 3)get your feet wet!!! 4)make sand hand or foot prints! 5)Listen to the beach boys and relax	lotion,water bucket, sand, beach ball, and beach boy tunes
-Visit the farm: 1)Listen to all the farm animals as you track pictures of them 2)pick up vegetables from a basket & sing "Pick up vegetable and put it in the basket (tune of Paw,Paw Patch) 3)In the fruit orchard, smell all the fruit (use smell stickers of fruit)	farm animal pictures and sounds, basket with plastic vegetables, smell board of fruit,music by John Denver

4)Sing Old MacDonald Song and substitute students name and then listen to "Thank God, I'M a Country Boy"

"Going Home or We're Back MOM!!"

-have students beep horn to start ride home
-track the push car as it moves on the floor.
-students wave streamers out car windows as they listen to "Movin' Right Along"
-students use smell markers to "write" diary about their visits
-massage and relax students after long day in the city (lotion, powder. rocking while held)
-call students name and have all touch each other as we end by listening to "Rainbow Connection"

horn, small push car,crepe paper,smell markers and paper, songs from the Muppet Movie and lotion and powder

****

APPENDIX

(assessments, data and lesson forms,
list of music selections and resources)

STIMULATING OUR SENSES
(PROJECT S.O.S.)

NAME_____ DATE_____

PRE POST ASSESSMENT

MATERIALS: textured ball sprayed with perfume, cinnamon stick, Baby's First Blocks by Fisher-Price, Playdough, Mobile of various objects (preferably textured), bells, Fisher-Price radio, pull toy, Cookie Monster or Oscar pupper, jello squares.

PROCEDURE: Place objects on table or lap tray in front of the student. Observe and record the objects explored, length of time explored, and behaviors or responses used with the object.

RESPONSE CATEGORIES AND BEHAVIORS TO OBSERVE: (from MARP: Perceptual Motor Play Program)

Facial expressions (FE) 1. happiness,laugh 2. sadness,frown 3. fear 4. surprise, startle 5. anger, scream/cry 6. neutral, no change

Taste and smell (TS) 1. sniffs 2. chews 3. swallows 4. spits 5. sucks 6. mouths 7. bites

Vocal (VO) 1. cries 2. utterances 3. sounds 4. words 5. sentences

Visual (VI) 1. looks towards 2. looks away 3. looks towards and away 4. fixates 5. pursues; vertically, horizontally, circular (please indicate)

Gross Motor Movements (GM) 1. crawls: away/toward 2. walks: away/toward 3. runs away/toward 4. stands: nearby/away from 5. sits: nearby/away from 6. turns arms: toward/away 7. turns head: toward/away 8. turns legs: toward/away 9. turns trunk: toward/away 10. reaches: toward/away

Fine Motor Movements (FM) 1. touches 2. points 3. grasps 4. pincer grip 5. holds 6. drops 7. shakes 8. manipulates 9. moves fingers 10. moves toes

OBJECTS	TIME	RESPONSE CATEGORIES AND BEHAVIORS OBSERVED

STIMULATING OUR SENSES
(PROJECT S.O.S.)

NAME _____ DATE _____

PRE POST ASSESSMENT

OBJECTS	TIME	RESPONSE CATEGORIES AND BEHAVIORS OBSERVED

STIMULATING OUR SENSES
(Project S.O.S.)

LESSON PLANS

THEME _____

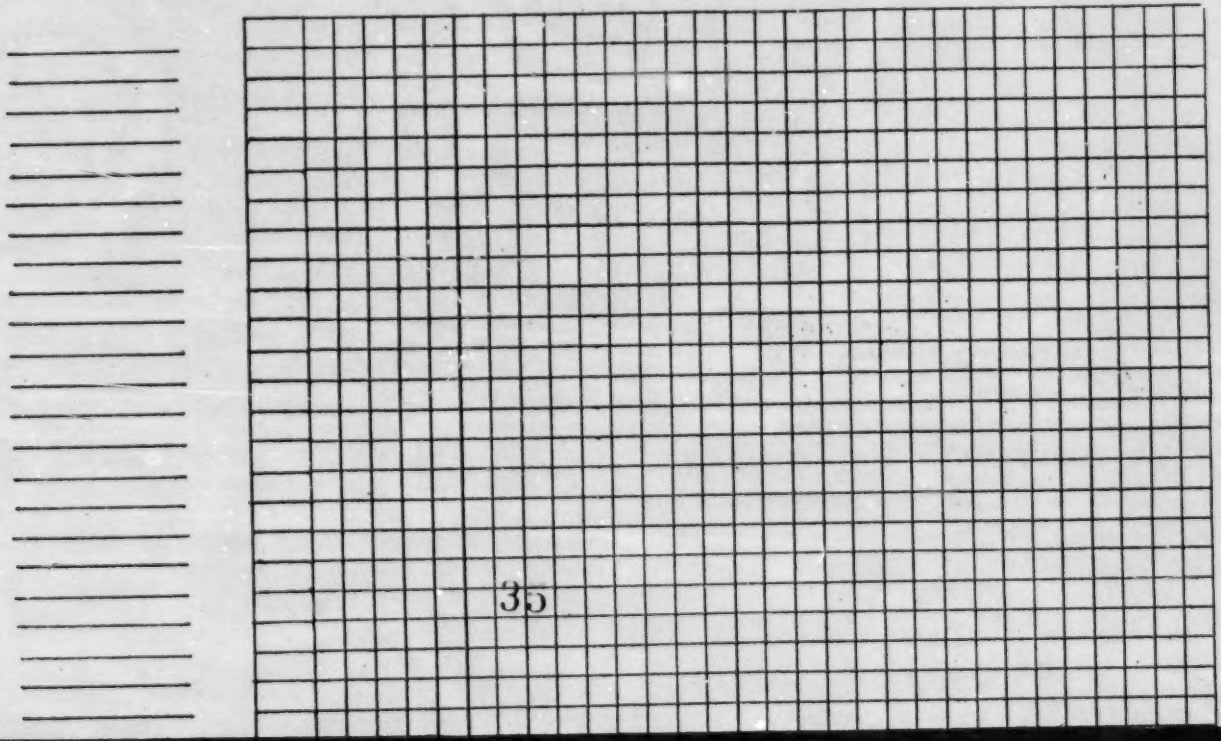
OBJECTIVES TO BE STRESSED:

ACTIVITIES MATERIALS

STIMULATING OUR SENSES (PROJECT S.O.S.)

OBJECTIVE Student will respond by change in facial expression and/or body position when presented with a sensory stimulus.

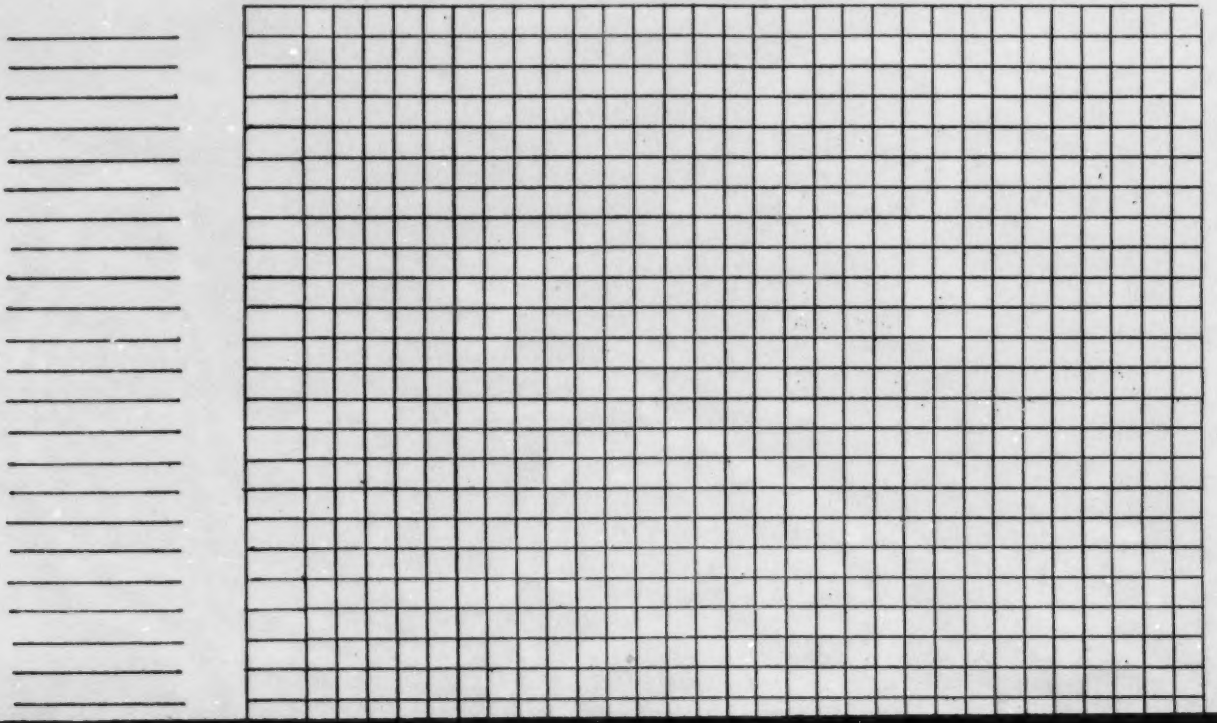
DATA KEY + (positive reaction) - (negative reaction) P (prompted to respond) NR (no response)



STIMULATING OUR SENSES (PROJECT S.O.S.)

OBJECTIVE Student will visually track object.

DATA KEY: + (positive reaction) - (negative reaction) P (prompted to respond) NR (no response)

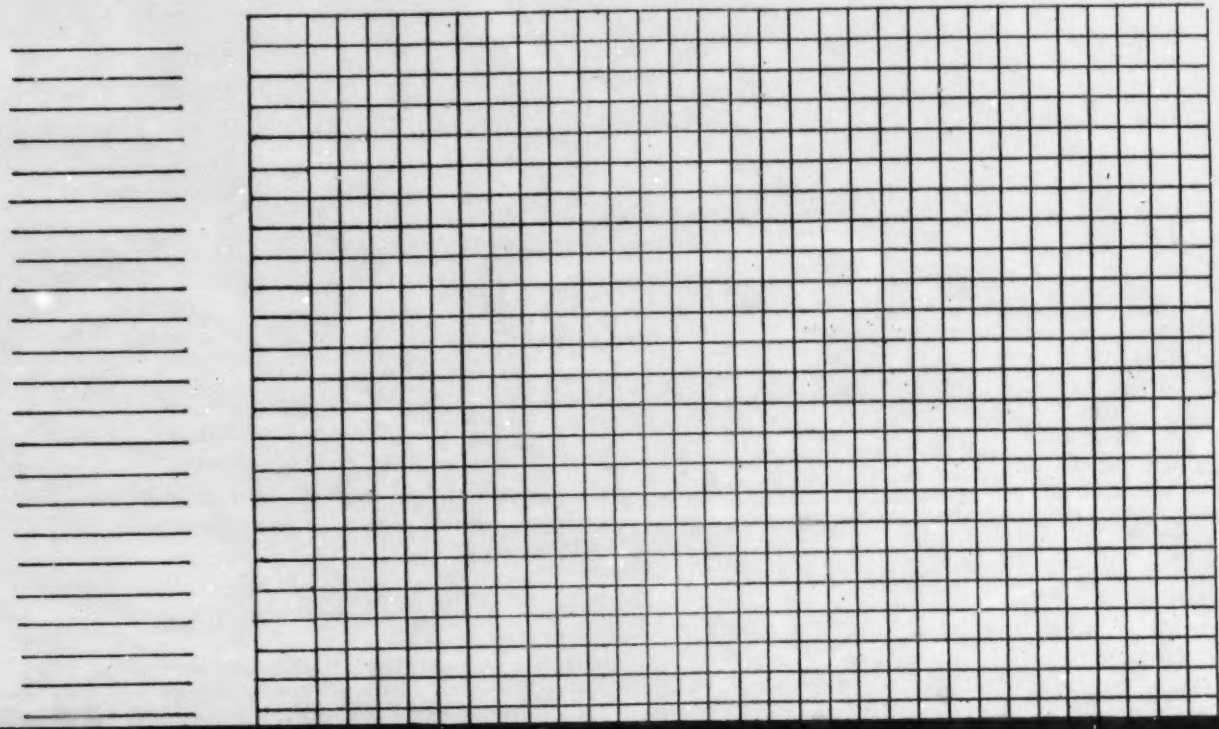


STIMULATING OUR SENSES (PROJECT S.O.S.)

OBJECTIVE Student will grasp object. (G)

Student will release object. (R)

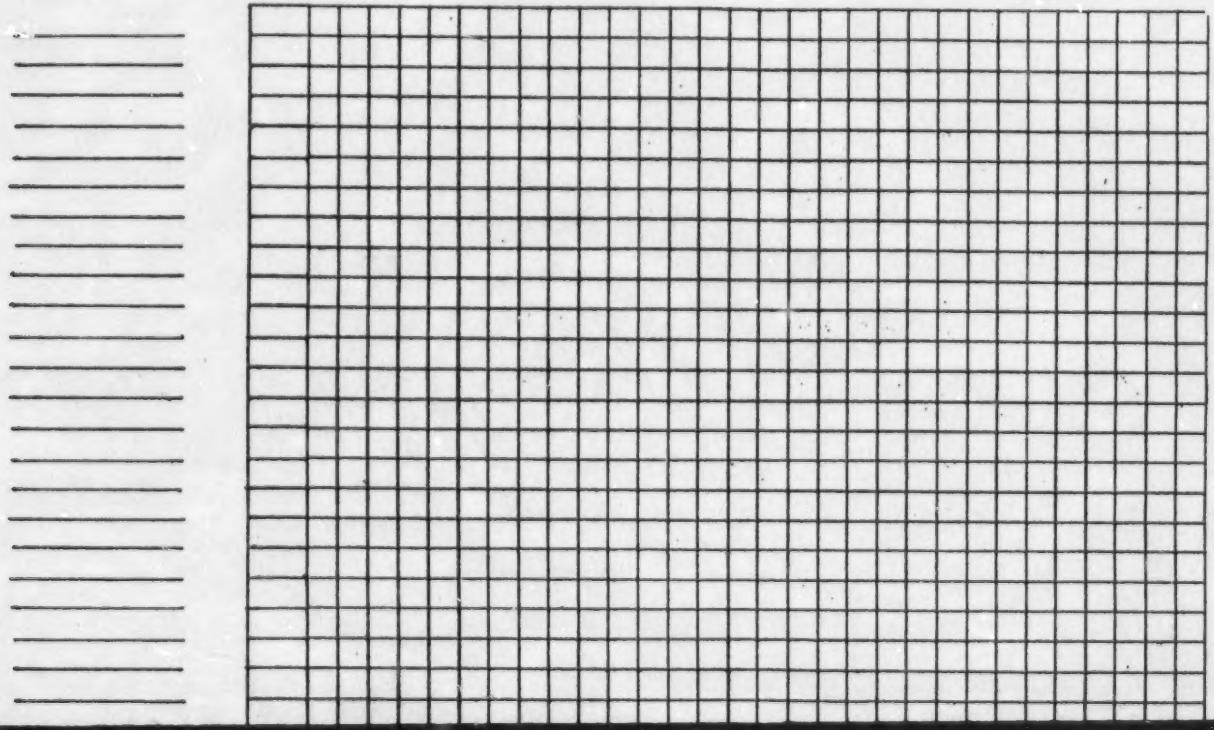
DATA KEY: + (positive reaction) - (negative reaction) P (prompted to respond) NR (no response)



STIMULATING OUR SENSES (PROJECT S.O.S.)

OBJECTIVE Student will respond to music stimulus, one step command or presented object with a gross motor movement.

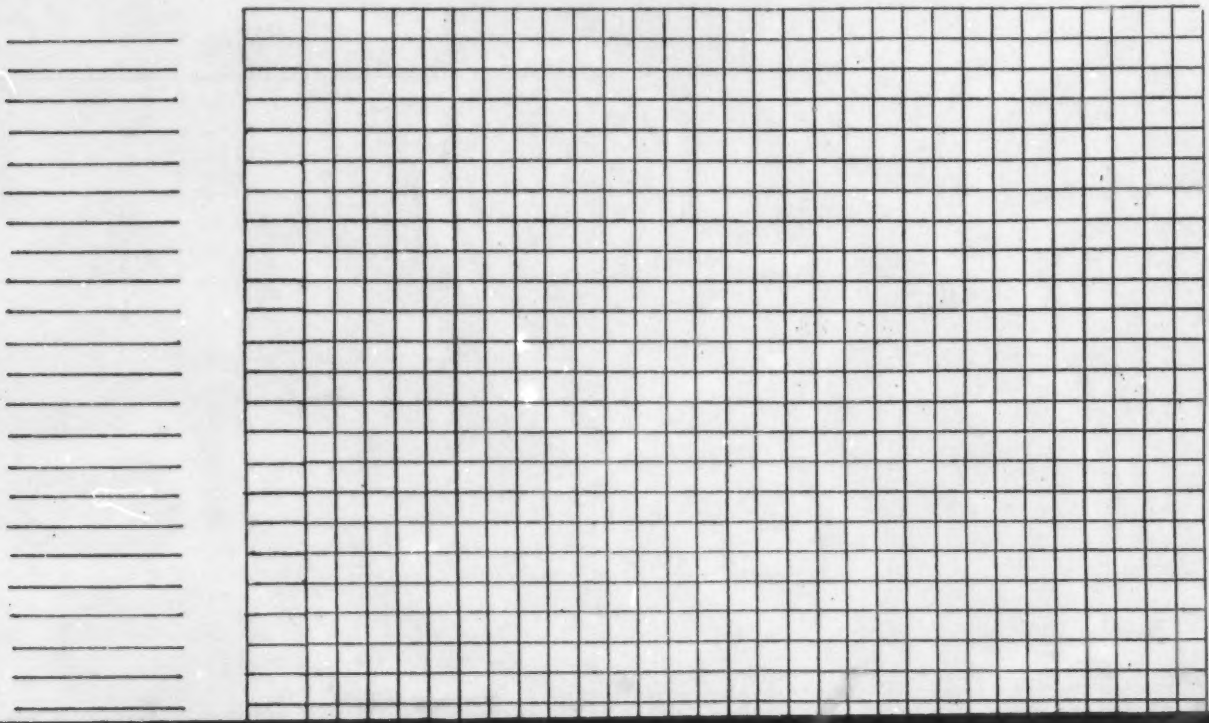
DATA KEY: + (positive reaction) - (negative reaction) P (prompted to respond) NR (no response)



STIMULATING OUR SENSES (PROJECT S.O.S.)

OBJECTIVE Student will reach for object.

DATA KEY: + (positive reaction) - (negative reaction) P (prompted to respond) NR (no response)

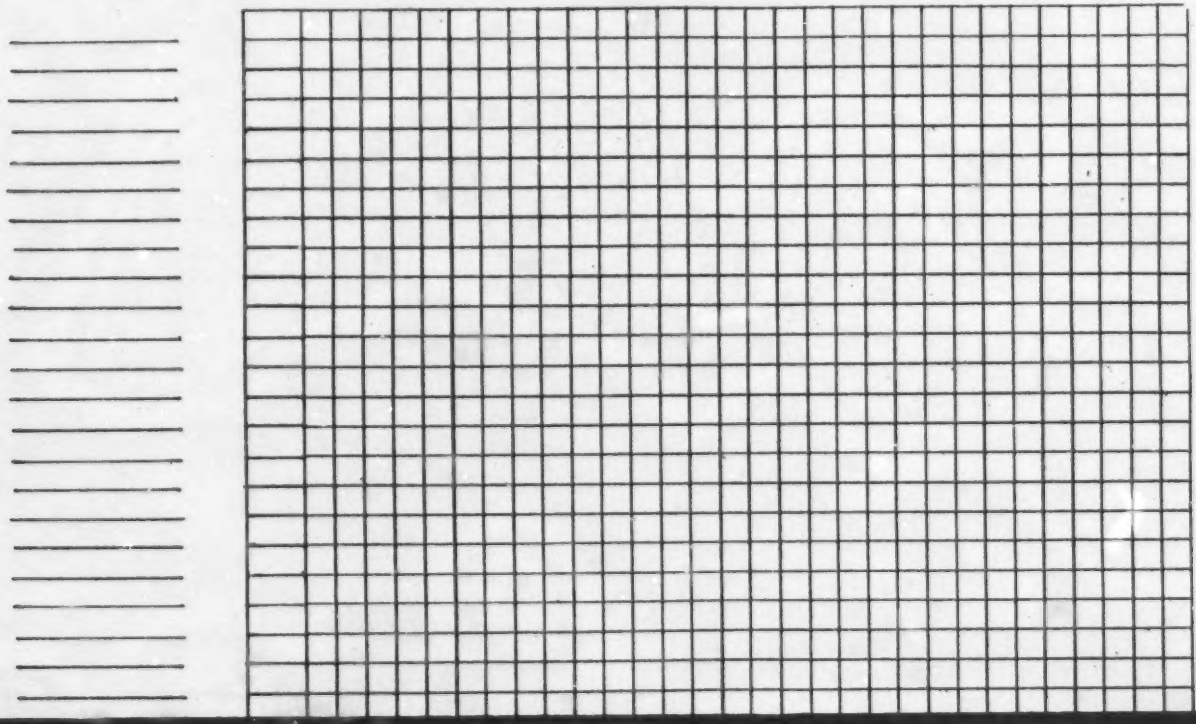


STIMULATING OUR SENSES (PROJECT S.O.S.)

OBJECTIVE _____

_____

DATA KEY. + (positive reaction) - (negative reaction) P (prompted to respond) NR (no response)



PROJECT S.O.S. INDIVIDUAL STUDENT PROGRESS REPORT

Name: _____ Center _____

Days Present During the Project _____ _____

Pre-Assessment:

Specific Objectives Stressed:

Results and Recommendations:

Stimulating Our Senses Music Tapes

Tape 1: [redacted]

Everybody Wash: Bert and Ernie
Ease On Down the Road: The Wiz Soundtrack
Too Shy to Say: Stevie Wonder
Gentle Sea: Hap Palmer
Movin': Hap Palmer
Theme from Star Wars: Meco
Growing: Hap Palmer
Birds: Hap Palmer
Shake: Best of Buddha
Funky Penguin: Hap Palmer
Twilight: Hap Palmer
My Name Is...: Lou Stallman

Tape 2:

J.J. to Brenda to Mark: Electric Company
We Are Family: Sister Sledge
Here Comes the Sun: Beatles
California Girls: Beach Boys
And Your Dreams Come True: Beach Boys
Saturday in the Park: Chicago
Yankee Doodle: Pete Seeger
America: Fozzie Bear
Clap and Stop: William Janiak
Wiggle Wobble: We All Live Together album
Movin' Right Along: Fozzie and Kermit
Finale: The Muppet Soundtrack

Tape 3:

Do You Like Vegetables?: William Janiak
Goin' For a Ride: Anything People (from Sesame Street Orginal Cast Recording)
Rooster Crowing: Peabody P Kit record
Animals on the Farm: Lou Stallman
Sounds of a Farm in Spring: Peabody P Kit record
Animal Sounds: Peabody P Kit record
Thank God I'm a Country Boy!: John Denver
Country Sunshine